



# WORONI

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April 3rd, 1967

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## OUR DAILY BREAD?

Though it may come as a surprise, the current crisis about the cut in University Research grants is not the direct result of a wish by the Commonwealth Government. It is, of course, reasonable to counter this statement with the remark that the government must bear a large part of the blame for any crisis in funds for education. But first it should be made clear what is involved in the system of research grants.

The first research grant was made at the start of the 1964-66 triennium. Of a total of \$10 million, \$6 million was allocated to general post-graduate research.

### THE PROCESS

The portion allocated for this purpose is divided among the universities on a per capita basis. Individual research grant committees consider the requests submitted by heads of departments, each of whom presents a list of individual claims. As a rule, these committees never refuse single claims. Any necessary restriction is affected by a general cut in the claim of the department. In other words, the cake is cut up into equal pieces, each as small as possible.

But what of the brilliant researcher, who is not favourably regarded by his professor? Frustration can be relieved by application to the Australian Research Grants, or Robertson, Committee.

The Commonwealth Government set up this committee in 1964. In the next three years it allocated \$4 million to specific research projects (not only to Universities, but also to organizations such as C.S.I.R.O. and to private individuals. It should be remembered at this point that research grants are quite distinct from post-graduate scholarships, though it is possible to hold both. The grants are made to both arts and science,

although the latter, with its need for expensive equipment and research assistants, naturally receives most of the money.

To obtain a grant, the applicant must send in a detailed account of what he proposes to do, and how much it will cost. One of the dozen or so members of the committee interviews the candidate, and confers with an 'assessor' on the ability of the applicant and the merit of the project. The money is then allocated on the basis of merit.

Only in 1966 did the A.N.U. become part of this scheme. Even now, only the S.G.S. is concerned, since the Institute exists in a special world of its own, above the hurly-burly of finance.

### THE CURRENT TRIENNIUM

For the 1967-69 triennium, the Australian Universities Commission recommended an increase in the grant for general research to \$10 million. As a result of State pressure, this was cut back to \$6 million. At the same time, the amount to be allocated by the Robertson Committee was increased to \$11 million.

The cost of research in the 1964-66 triennium had been shared equally between the State and Federal Governments. In the present period, the Commonwealth offered either to split the whole cost, as before, or to give the whole of its \$9 million to the Robertson Committee.

Queensland, Western Australia, and South Australia have indicated that they will accept the second proposal, and pay the full cost of the general grant. The other states, however, have decided to cut out their contribution to the A.R.G.C., and refused to increase their payments for general research.

So much could have been learned from newspaper reports. But many of the elements behind this manoeuvring are not clear, and the lack of evidence on

many aspects limits us to speculation on possibilities.

Why the double system of grants? Part of the reason lies in our quaint constitution, which allocates the educational power to the States, who no longer have the money to pay for it. The Commonwealth desires greater centralization on this matter (The A.U.C. was set up to further this aim) and feels this can be helped by the Robertson Committee.

### ADVANTAGES AND DISADVANTAGES

One can see possible disadvantages in both systems of allocating grants. On the one hand, the Robertson Committee may seem to be exposed to the danger of governmental pressure as to which projects to back. There is a potential difficulty in the possibility of an overwhelming increase in the number of applications.

In support of a system of general grants, it can be pointed out that a head of a department is in the best position to see what fits in best with its work. However, the general system may suffer from interdepartmental jealousies; or, especially in science, a head who is out of date may obstruct modern fields of research. Sydney University's policy is based on equality of departments rather than on any rigorous evaluation of individual projects.

### MERIT SYSTEM

The Robertson Committee's method of evaluation according to merit seems preferable. So far, there has been no evidence of government interference in its decisions, and the committee can meet an increase in the number of applications by an increase in the number of members.

The effect of judging projects by merit is to off-set the automatic numerical superiority of the large universities. It is also Melbourne and Sydney which have been hardest hit by the cut of the State Government's grants. Sydney will have \$564,000 for general research, as

compared with \$998,000 in the last three years, while Melbourne will drop from \$942,000 to \$524,000.

### WHY LESS?

A simple lack of money may lie behind the refusal of the States. Perhaps as a matter of policy, there is a wish to concentrate on other educational institutions, such as technical colleges. Such factors as the hostility of Sir Henry Bolte toward universities (despite his recent honorary degree) and Melbourne's reputation for financial mismanagement probably had their influence.

There is no question, however, of penalizing one grant at the expense of the other. Their roles are complementary. General research grants are essential for basic training of academics, while the Robertson Committee can be most usefully applied to advanced projects.

Both State and Federal Governments are to blame in this crisis. Senator Gorton has tried to sit on his laurels, but the Liberal Government certainly hasn't earned any laurels with its neglect of its responsibilities to education. The Senator's statement that the remedy of the universities was to persuade their state governments to change their minds was blatantly irresponsible.

### POLITICAL FOOTBALLS

At present, the universities could aptly be likened to a football kicked back and forth between governments. Although financially incapable, the States cling jealously to their powers. The Commonwealth, on the other hand, is content to dawdle in assuming its proper responsibility to education. It wants to increase its own control; but is unwilling to do or spend too much to bring about that end. As in most other fields, the Holt Government's policy, made venerable by his predecessor, is one of masterly inactivity.

John M. Penhallurick.



# WORONI



## THE ELECTIONS

On April 3rd-5th students are expected to go to the polls to elect a twenty-man Students' Representative Council. For many, it will be the first exercise of this responsibility, and the functions of the Council may well be unknown to them.

Why have a Council? The simplest answer to this is that, by collecting and apportioning the compulsory fees, the Council provides the finance behind much of campus activity. Each year the Council budget allocated funds to the clubs and societies, journals and various

occasions which define the quality of university life.

But the Council does more than this — it expresses student interests to the rest of the University, to the National Union and to the 'outside world'.

A Council elected by a microscopic portion of the electorate won't feel pressed to get things done because to number to number of voters is an indication of the amount of interest in the Council's deliberations. A Council elected by a few is more likely to go its own merry way. And at a snail's pace. **SO VOTE!**

## EDITORIAL COMMITTEE

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## ASIO and Students

Dear Sir,

In view of the publicity accorded to the allegations about Security Service activities on the ANU campus, which were made at the NUAUS Annual Council in Melbourne last month, an explanation of how the allegations originated seems warranted.

As mutterings of discontent had been voiced about the activities of ASIO (Australian Security Intelligence Organization) in Australian universities, a session of the NUAUS Conference decided to voice as many of these suspicions as existed, purely to see whether the manner deserved serious investigation. In the belief that the session was being held "in camera" each delegation including ANU, voiced what facts and fantasies about ASIO activities as it could muster.

Later a serious motion of concern about allegations and to resolve to conduct detailed investigation, was passed and declared fit for public consumption. Unfortunately the delicacy of the previous airing of rumours was not realised by the publicity officer who had been appointed by the host university, and he dutifully took down odd bits and pieces of the supposedly confidential allegations.

The result was that the next day a somewhat garbled and exaggerated account of some of the allegations, particularly those of the A.N.U., appeared in the press alongside the responsible motion that had been passed. This had the unfortunate effect of making NUAUS appear as if it was going off half-cocked, particularly when the rumours had to be immediately discounted because of the exaggeration that had crept in, and the lack of substantiating evidence.

It is difficult to determine where the responsibility for the fiasco must lie, but

it would seem that the greater part must lie with the NUAUS Conference as a whole for not making clear to the publicity officer the confidential nature of the discussions on that particular issue, and ensuring his press releases were inspected. The horse had bolted and, too late, the conference closed the stable door. One of the earliest motions passed the next day was to ensure all future releases were subjected to the approval of two executive members and the chairman of the relevant session.

As the NUAUS executive is now conducting an investigation into security services activities in universities, any person with information on security activity at ANU is urged to write to the LOCAL EDUCATION AND WELFARE OFFICER care of the S.R.C. Office. Communications will be treated with the strictest confidence.

Yours,  
D. Beattie, for ANU Delegation.

## The Adolescent Mind

Sir,

May I commend the Editorial criticism (in the last issue of Woroni) of those malfunctioned deviants who so tardily disrupted the Official Welcome held during Orientation Week.

For some time responsible students have expressed alarm at the steadily increasing strength of anarchic elements within the University. The courageous and principled stand taken by the Editor is one of the few from which those concerned with maintaining order and discipline can take encouragement.

The evidence of such concern for the common good on the part of any student would at any time be thankfully noted; that the Good Old Cause has now been championed by one in high and influential public office cannot fail to bring relief to all stable students.

—BILL GAMMAGE

# Letters

## Morals

Sir,

The discussion on Ethics and Morals, conducted by P. Herbst and J. C. Tyrrell was one of the most interesting events of Orientation Week, especially since it revealed Herbst as an intelligent and admirable thinker, in contrast to the bogus stories spread about him ignorantly amongst undergraduates.

Herbst emphasised that he was not advising people what to do or why they should do it. He claimed to conduct a neutral enquiry. Admittedly, it was not the sort of enquiry he would have liked to have made. He was talking to people unaccustomed to the enlightening scrutiny of a healthy scepticism. This was clear from many of the questions asked. Unfortunately there are millions who don't enquire into their ethical systems. There are billions more who don't have a well formed ethical system, and instead have a few primitive and naive beliefs. Some of these, the philosopher has found very confused indeed: just so much nonsense.

What does he do? Initially he merely wanted to conduct a peaceful enquiry and be noncommittal about advising people. He finds he cannot remain uncommitted, since some methods of ethical thinking are clearly worse than others. So, although he didn't want to do it, he is driven to tell people how they ought to think or behave.

This was the problem Herbst did not discuss. I wish he had.

Tyrrell dealt with the problem, but in such a limited way that it was of little use. He talked about the Christian System of Ethics from within the system as if there were no other way of thinking about the concepts of ethics.

Finally, not enough was said of the relation between the practice of ethics and love. Tyrrell is to be acknowledged here, for he said some worthy things. Herbst, however did not give love a mention. I know this is not typical of him and I wish he had included a "discourse on love" in his talk.

Biologists such as J. Woodger and psychologists such as H. G. McClelland, have emphasised the relevancy of the concept of love to contemporary psychological and sociological thinking. There are, of course, many others. Love, as Tyrrell emphasised, is an exceptionally complicated concept; and I have no wish to analyse it here.

To the uninitiated it may be a concept irrelevant to a philosophic enquiry of ethics or aesthetics. To the initiated it is an experience whose connection with goodness, beauty and human excellence, cannot be doubted.

Yours,  
R. K. Mackey.

## Church Halls

Sir,

Recently three students were asked to leave John XXIII, our first affiliated denominational college. The reasons given by the 'establishment' for this action were nebulous, if not non-existent. Thinking students at the college were shocked, but unable, or rather unwilling, to act, as they "have to live with the establishment for the rest of the year and don't want to get their backs up." The three ousted students had no rights of representation or appeal, and the situation brings to light the question of the rights and representation of the student in a Hall or College.

The three Halls have their own governing bodies. To these the students from each Hall can elect two representatives. However, these representatives must be graduates or of a restricted class of senior student (final year Law, e.g., with an unblemished academic record). Not only does this restriction of representatives bar many senior and interested students from office, it also creates a situation where the field of choice is so limited that it can be quite a task finding two truly representative candidates.

This is not the full extent of the story, however, as one realises when a copy of the Governing Bodies constitution is examined. The Warden is granted almost dictatorial powers, in that he

chooses or, in the case of sub-wardens, etc., is in direct charge of, most of the Governing Body. In effect, any appeal from a Warden's decision to a Governing Body is, then, an appeal to the Warden to change his mind. On at least one occasion the Governing Body of a Hall of Residence has held a hurried consultation and expelled a member of a Hall (an original power) without inviting, or even attempting to invite, the student representatives.

As was advocated in a Woroni in, I think, 1964, the student representation should be increased and made more representative of the inhabitants of the Hall which the body concerned purports to govern. The power of the Warden should be perhaps weakened in this body, so that the members are elected, or at least freed from any responsibility they may feel towards a Warden either by virtue of their employment or of the fact that the Warden has to do with their presence on the Body in some other way.

The Master of John XXIII seems to have taken this bad example to heart. He is alleged to have asked three students to leave on grounds of 'incompatibility with College life' (each of them had lived for at least the greater part of 1966 in one Hall or other—two have since been admitted to Burton Hall!!!). There is no right of appeal in this case. No governing body as yet exists in this college and, so far as can be determined, the actions of the College personnel are not subject to the newly formed Halls of Residence Committee. Indeed the powers that be in the A.N.U. feel at a loss to find anything short of a breach of statutory power . . . technically acting without a Governing Body may render the affiliated College liable to be removed from A.N.U. property, but this would be unreasonable as no chance has been given for a Governing Body to be formed. There was also no formal student avenue of protest as there was no student 'JCR-type' committee at the College at this stage.

Perhaps the only avenue of appeal will be the Archbishop? When the new style Governing Body of John XXII comes into existence there will be but one student representative (the President of the JCR) and he will be greatly outweighed by those whose decisions will, I fear, be most frequently called in question and appealed from. In other words the students in residences at the ANU have not been recognised as being capable enough to rule themselves. They are being treated as irresponsible school children.

Yours,  
senex ii.

## A New Woroni?

Sir,

After hearing the glowing plans for the New Woroni, and having read the first two issues, I am disappointed. While I appreciate the solid academic motives which guide the Staff of Woroni, I am forced to question the validity of the name "Newspaper," as applied to the rag as she now stands.

Let I be accused of frivolity, I hasten to repeat that I fully appreciate good, solid articles on "basic" and "topical," even "controversial" subjects, but when they come all at once, and it takes at least two hours to plough through the whole thing, it becomes like reading the Literary Section of the "Canberra Times" every day of the week, before breakfast!

I return to the banality and student pornography of "Lot's Wife," "Farrago," et al. with a sigh of relief. It should be possible to achieve a happy medium between student nonsense and cerebral labour.

You may say, "There's no news yet; nothing happens this early in the year." You'd be right, of course, and nothing will happen for the rest of the year either. So get to work! Every paper makes its own news, and here more than with most, is the ideal opportunity for inventiveness in reporting almost non-existence events that should be taken if Woroni is ever going to deserve the name of Student Newspaper, rather than being a fortnightly mini-Prometheus:

Yours,  
Margo Huxley.



# Higher Education in Papua and New Guinea

Both secondary and tertiary education are recent innovations in the Territory, having been introduced in the last ten to twelve years. In the early 1960's only 25% of the relevant age groups were receiving any schooling and there were 7-8000 in secondary schools. Around this time the Papuan Medical College started modelled on the diploma-granting Suva Medical College. Teachers' Colleges opened and plans were made for an Agricultural College, low-level technical schools and an Administrative College.

Pressure built up both locally and from international agencies for the establishment of a university or university college in the Territory, and a commission was set up to inquire into higher education in March, 1963. The first members of this were Sir George Currie, (Chairman), Dr. J. T. Gunther and Professor O. K. Spate.

The two major questions considered were:

1. Should a university be established?
2. If so, where and when?

Another early question was of the autonomy of the university. The Carr-Saunders Report, on which the colleges of ex-British African colonies were modelled, was considered but rejected since the African Colleges have been criticised for following the British university pattern to the neglect of local conditions and needs. Hence while it is understood that there will be informal relationships between Australian universities and academics and the University of Papua/New Guinea, it was recommended that an autonomous university be established. Courses should be geared to local conditions and requirement and a local university administration is therefore desirable.

The next question was the relationship of the university to other institutions of higher education. These fall into two categories:

1. Those under the aegis of the university. This includes the Medical College, the Teachers' Colleges which will become a school of education, and the Agricultural College which will eventually grant degrees. The Administrative College has a special function and will become an institute of the university while including non-university work.
2. Those which will blend into the university.

Technical education was seen as a separate category. At present the development of degree work is not necessary in engineering and possibly in commerce and diploma level courses are sufficient. It was therefore recommended that a separate institute of higher technical education should be established. At the same time it had to be taken into account that tertiary education in the Territory will remain on a small scale for some time and one strong institution with a

From the Address and answers to questions given at the 1967 Assembly of W.U.S. in Australia by Professor P. H. Karmel.

central administration is preferable to a dispersal of resources, financial, human and administrative.

Entrance requirements then came under review. At present no secondary school in the Territory goes beyond form IV. It was deemed preferable to bring students together at the university for a matriculation year rather than adding a fifth year to the present high schools. This has the advantage of orienting students to the university and to each other since they come from many tribal and language groups. Matriculants from Australian schools will be admitted directly to the degree course.

The most important consideration at the first council meeting was to establish a timetable for the development of the university. There was a sense of urgency about this in Port Moresby and since there are insuperable difficulties over anything at any point of time in the Territory, February 1966 was set as the opening date. The preliminary year would be run in conjunction with the Administrative College and half of the time would be spent on English language, the rest being divided between History, Science and Mathematics—this has been revised for 1967 to include an option between science and the history of science and technology. The university appointed its own tutors and a Vice-Chancellor, Registrar, Librarian and five professors were sought (for English, History, Geography, Mathematics and Science). By February 1966, Dr. J. T. Gunther had been appointed Vice-Chancellor, taking up office in May of that year, and several professors and a librarian had also been appointed, but the only permanent member of staff had been seconded from the Public Service to the secretary of the interim council and he is now the Bursar (Mr. B. L. Meek).

A vague site had been earmarked at June Valley, seven miles from Port Moresby. 3000 acres have been put aside, the Administrative College being on the same site and it is hoped that national institutions including a library and museum will eventually be built here.

A private firm of consultative architects commenced plans for the university and work began on the site in November 1965.

When the university opened in February 1966, fifty-eight students were admitted and fifty-six of these finished the year. Seven girls and a Samoan were included and all were on administration scholarships. Of these, thirty-five qualified for matriculation and thirty received

scholarships to commence the degree course in 1967.

Physical conditions at June Valley were bad; the alternative was to continue waiting. Living quarters for domestic servants at the Administrative College were used for student residences. Classes were held at various places, mostly on the showground—buildings were converted and a laboratory was scratched up. By April-May the site plan was completed. A second complex, including residential accommodation, is now under way. Housing is critical since it is holding up the taking of office of staff and the programme is already six to eight weeks behind. A block is being used temporarily for administration, laboratories and classrooms which will later become the store, while some teaching facilities and the library is at present shared with the Administrative College.

The primary difficulty is finance. The Currie Commission recommended that money should come directly from the Commonwealth Government through the Australian Universities Commission like other Australian universities. This was not followed and the money must come from the general territory budget. The government can thus exercise some influence over the university administration over the priorities. There is at present a 10% overall increase in the Territory budget, but this is not sufficient for the introduction of new projects. There is a level below which a university cannot function—staff must be kept and with a relatively high cost per student, it is estimated that \$3,500,000 will be required in 1966/67. Once it has begun, only small increments will be needed as its size will necessarily remain small since it is determined both by the number of scholarships which the administration will provide.

There is anxiety that the university should receive world-wide recognition. It was that sort of consideration which lead to the African Colleges affiliating with the University of London. The Council believes that standards will be guaranteed by the quality and reputations of the teachers and that it is important that the content of the courses should be relevant to the community.

Absolute standards are at best extremely elusive and the attitude of mind engendered in the students, that of objective inquiry, tolerance, etc., is more important than some vague ideal. Also the students are faced with particular difficulties:

1. Language—they will be mainly non-English speakers.
2. They come to the university after only four years at secondary school.
3. There are environmental handicaps—they do not come from a background where the language of modern university courses is part of everyday life.
4. Science students for some time lack manual dexterity, again an environmentally produced handicap.

It is essential that the academic staff should take these considerations into account, both in their personal dealings with students and in the courses.

The university has the foundation of a great institution. It must make contact with the community since it is a powerful weapon for political and economic development, and a source of vital secondary teachers and top administrators. There is also a need to produce members of the traditional professions. Hence adult education and extra-mural work should be introduced as soon as possible. Yet care must take precedence over haste and the university must be given time to establish itself securely as a powerful weapon for the development of the Territory.

## Trouble in College

The residents of John XXIII College are subject to an arbitrary system of justice which allows them neither the right of appeal to the University nor the right to defend themselves. However, it must be understood from the outset that the Master (equivalent of Warden) of John XXIII is a most sincere and thoroughly trustworthy man.

On 14th March, three students were told that their general attitude and lack of co-operation made them undesirable as it did not suit the tone that the new administration are seeking to foster. No reasons were given. When one of the evicted residents asked for a list of reasons to give to his parents, the Master told the student that he would only speak to his father on the telephone.

Several members of the College have spoken to the Master subsequent to the event and it would appear that while he is entirely sincere, he is somewhat misguided and out-of-touch with reality. He came to the conclusion that they would not suit the new "tone" after an acquaintance of under two weeks and on the basis of various inquiries he made. How can one man presume to judge others on that behalf? His own knowledge of their characters and personalities is negligible in that short time and opinions of lectures, tutors and ex-wardens are unlikely to be objective.

The only fair criterion would be their disciplinary record at Lennox House. Michael Lawrence and Peter Newsome were at Lennox last year, neither were fined by the Warden or by the Students' Association nor were they even questioned for suspected breaches of discipline. Col Mitchell was fined \$4 on one occasion in two years residence. Records such as these certainly do not warrant exclusion.

Another amazing fact is that they were given no warning. Michael Lawrence was on probation during first term (for the hideous crime of making a noise during Orientation Week) so if he committed another offence he could expect exclusion, but he did nothing and the other two had no idea of the impending disaster. The three were assured that the Administration bore them no ill-will, nevertheless they were given a whole 24-hours notice in which to find new accommodation. That is a typical example of the Master's ignorance about everyday matters, it is impossible to find accommodation at such short notice in Canberra and two of the three were forced to sleep on the floors of friends' rooms.

It is unfortunate that the new regime had to make such a blunder so early in their rule. Unless they learn by their mistakes, there is no way of preventing this repetition as according to Professor Brown, the Dean of Students, living in John XXIII is tantamount to living in private board as far as the University authorities are concerned. The one pleasing aspect to arise out of the whole nasty business is that Peter Newsome and Col Mitchell have been accepted into Burton Hall which shows that the University Halls of Residence do not approve of dictatorial tactics and arbitrary justice.

Observer





## TWO FOR THE PRESIDENCY



**ALAN BROOKS**

Previous experience in University. Fifth year Arts/Law. Graduate in Arts 1966. Treasurer Overseas Students Association 1963, Secretary 1964. President Lennox House Students Association part of 1965 and 1966. Secretary A.N.U. Boat Club 1966 and in A.N.U. eight. President A.N.U. Boat Club 1967.

If the Student Body elects me as President of the S.R.C. I shall endeavour to do my utmost to promote and maintain a fair and honest representation and government for both individual students and the entire Student Body.

Policies made at election time seem spurious and rather hard to keep and I think it is far more realistic to elect a President and S.R.C. who will in your opinion best conduct those matters that arise during the year and who will treat matters reasonably and objectively. Previous S.R.C.'s have done much good work and the incoming S.R.C. will have to handle less blatant and apparent matters but matters which are none the less important.

I feel the role of the S.R.C. in relation to student activities should be more fully considered and every assistance given to all clubs and societies who feel they can encourage and help students to get more out of University life. Also I feel that a more open and regular contact should be made between the S.R.C. and the University and Civic Authorities so that matters can be more fully and where practical, publically, discussed.

The Presidency of the S.R.C. is, I think, a vitally important position in regard to maintaining a good S.R.C. and I feel I am well qualified to handle the position.



**TOSS GASCOIGNE**

1964 Bush Week Committee. Active in Revue and other productions.

R.U. Football.  
1965 Arts Society Committee. Bush Week Director. Orientation Week Committee. Arts Rep. S.R.C. First Grade Rugby.

1966 Orientation Week Committee. Committee Bush Week Society. First Grade Rugby.

### General Policy

The A.N.U. has been growing duller, more suburban and more conservative every year I have been here. The S.R.C. should be the focus of student activities, and providing a greater stimulus to student participation in university life.

The particular issues in which I am interested are:

**Bush Week and Orientation Week.** Both failures in their last years. They are in need of drastic overhaul.

**Woroni**, with the largest and most competent staff it has ever had, is grossly under-financed. Its grant is at present under review, and the 1967 S.R.C. should increase it by about \$800.

**N.U.A.U.S.** The A.N.U. has been a constituent member long enough to expect tangible returns for \$1200 it pays in fees. I will undertake to examine our membership and the possibility of secession very closely.

The S.R.C. disciplinary committees have been extending their influence into ground previously held by the Vice-Chancellor and the Police. Total disciplinary powers over student wanderings (by the S.R.C.) is the end to which I will work.

I ask all students to consider these issues when voting. I feel that the personal opinions and policy of an S.R.C. President can influence student life to great advantage.

# s.r.c. elections

## GENERAL REPRESENTATIVE

3 positions to be filled.



**DES BALL**

1966 Committee Bush Week Society. 1967 Committee Labour Club. Member Economics Society.

I am concerned by the encroachment on student freedom by the administration, as shown for example in the placing of barriers across University Ave., by fines being imposed not by an elected committee but by the Vice-Chancellor, and by the petty restrictions on routine university affairs.

As a member of the S.R.C. I would consider myself an ombudsman prepared to take up any grievance which is put to me by any student. I am interested in obtaining a liquor licence for the Union, in reducing compulsory fees, and in general in promoting student freedom.

## CHRIS BLAXLAND

Age 21.  
B.A. A.N.U.  
1966 Arts Rep. S.R.C.  
Public Relations Officer S.R.C.

Service on numerous ad hoc committees and functions of the S.R.C.  
Policy: If elected I will attempt to promote the interests of Economics students generally—a policy that has been badly neglected over the past few years.



**NEILL M. FRANCIS**

Arts second year.  
Member of the A.N.U. Boat Club.

Policy: 1. 50% travel concessions for all students.  
2. A University Av. bus every hour to Civic Centre.  
3. Beer and spirits at all Union functions chilled and sold at standard prices.  
4. Will stir the S.R.C. in the interests of all students.



**SUE BARNES**

General Representative.  
Course: 1966—Arts III Full Time; 1967—Ethics and Politics (Part Time/Non-degree). 1966 General Representative S.R.C. (By Election).

1966 Local Education and Welfare Officer. 1967 NUAUS Delegation February. 1966 NUAUS Delegation August. Library Liaison Committee. NUAUS Committee. Clubs & Societies Secretary Theatre Group 1967. Treasurer Psychology Society 1966. Secretary French Players 1966. Performing Arts Council.

Policy  
Continued and increased A.N.U. participation in national student affairs.  
Interest in education standards, library conditions; student health and welfare services.



**FR. JOHN HANRAHAN**

Final Year Arts (Part Time).

(1) Improved Literary productions (especially Prometheus with a better S.R.C. grant).  
(2) One more part time representative and more part time interest.  
(3) Encourage Aboriginal Scholarships.  
(4) Interest in drama and better facilities.  
(5) More interest in NUAUS activities.



on April 5, 6, 7, 8, 9,  
at 8 p.m.  
in Childers St. Hall.  
Bookings: David Jones.



**ROBYN-LYNN HENDERSON**

Final year B.Sc. living in Garran Hall.  
To make the Science Faculty an obvious faction of the A.N.U. which up to date it has not been up to date; and to let students know generally what the S.R.C. does and how.



**MARGO HUXLEY**

B.A. A.N.U. 1963.  
Vice President A.N.U. Arts Society 1962.  
Committee A.N.U. Jazz Club 1967.  
Taking I.P.L. Part time this year.  
I advocate grog in the union and meals until 7.30 for part-timers. Having experience of both part-time and full-time student life I recognise the problems of part-timing and aim to give part-timers a greater chance for participating in Uni life.



**D. G. MITCHELL**

Committee A.N.U. Liberal Club.  
A.N.U. Liaison Officer A.U.L.F. 1966.  
President A.N.U. Liberal Club 1967.  
Member History Society.  
If elected I shall work for:  
(1) Inter-Faculty sport.  
(2) Any activities that contribute to increased contact between students.  
(3) Extension of Bush Week.  
(4) Increased grants to active clubs yet a stricter attitude towards large club deficits.



**R. J. TYSON**

Rotary Exchange Student to U.S.A. 1964.  
President A.N.U. Liberal Club 1966 and 1967.  
Vice-President A.U.L.F. 1966-67.  
Member, History Society, Australia/Indonesia Association, Public Speaking Club.  
Policy: 1. A betterment of relationships between the student-body and the remainder of the Canberra Community.  
2. An increase in contact between students in halls and students resident elsewhere.  
3. Further encouragement of, and financial support for university clubs and societies.  
4. The establishment of a regular system of polling of student opinion on current controversial topics.



**S. L. WALMSLEY**

Final year Law Student.  
Lennox House Students' Association Committee 1966.  
Policy: Letting the students know what happens to their compulsory \$6 S.R.C. levy.

**ARTS REPRESENTATIVE**  
6 positions to be filled.  
Elected unopposed:  
S. Barnes  
N. Francis  
D. Mitchell  
R. Tyson  
(See above)

**SCIENCE REPRESENTATIVE**  
3 positions to be filled  
R. L. Henderson  
(See above)



**FRANCES MICHAELIS**

(Science II) for Science Rep. (Full time).  
1966 Science I Sydney University.  
S.U. Science Association.  
S.U. Hockey.  
S.U. Jazz Society.  
I'm both a fresher and not a fresher. New to this university, but having survived a year at Sydney, I've got lots of energy to change the things you science and forestry students don't like. I'm for better lab hours for science students, better library facilities, e.g., scarce science reference books on reserve, and better Union food. Away with the University Ave. road block and replace it with a gate.



J. BELFARD.



J. DOUGLAS.

**ORIENTAL STUDIES REP.**  
None nominated.

**PART-TIME REPRESENTATIVE**  
1 position to be filled  
J. Hanrahan  
(See above)



**DON MOORE**

- (1) Part-timers Rep. should himself be a part-timer—
- (2) I am
- (3) Studivac must be extended to a two-week minimum.
- (4) Notice boards need both additions and better management.
- (5) Being 29 years old, a student of Economics and languages, I stand for common sense in student politics.
- (6) I was twice elected to the S.R.C. in W.A. in '65 and '66, so I know the ropes.
- (7) To vet MORE from the S.R.C. put MOORE in.

**ECONOMICS REPRESENTATIVE**

3 positions to be filled  
D. Ball  
C. Blaxland  
(See above)



**TERRY MAHER**

Economics Representative.  
Course: Economics (Political Science Honours).  
Active Member Economics Society.  
1967 Committee of Labor Club.  
1967 Committee of Folk Music Society.  
1966 President of Freethinkers Society.  
Member of Boat Club, Bush Week Society and Woroni Staff.  
A.N.U. delegate to 1966 A.S.L.F. Conference in Adelaide.



**W. F. ROBERTS**

Economics II (Full Time).  
Public Speaking Society (foundation member).  
Economics Society.  
Boat Club.  
He is keenly interested in student activities and in the interests of individual economics students.

**LAW REPRESENTATIVE**

2 positions to be filled  
Elected unopposed:  
S. Walmsley  
(See above).



**M. SUMNER-POTTS**

Fourth Year Law.  
Secretary, Lennox House S.A. 1966.  
Committee Member A.N.U. Boat Club 1966.  
Secretary A.N.U. Boat Club 1967.



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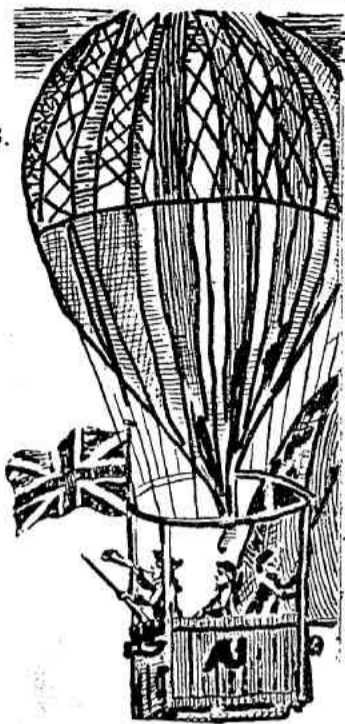


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## shaping the hollow

More than fifty years ago, in his essay **CONCERNING THE SPIRITUAL IN ART**, Kandinsky defined cultural evolution in terms of an ascending pyramid. The pioneers, the genuine avant-garde, were pictured at the apex of a pyramid that rose higher in each generation through their efforts, so that the mass of artists, critics, and fellow-travellers below could rise to levels they once occupied, and ideas that were once revolutionary become truisms.

We might observe that the leaders can never be theorists; art never sprang from an abstraction, and the pioneer can only state what he is doing in terms of a tautology. Theory comes after, as the constructive aspect of criticism or the attempt of the new writer to justify his experiments. It is at once progressive and reactionary; a movement forward to new systems as the critic adjusts his criteria empirically and abstracts from them; a return from the thing-in-itself, from the dreamlike logic of art, to the attempt to define functions and ends, the logic of signification. The interaction represents simultaneously the dual concerns of the theorist: to overtake the practising artist, and to translate his private discipline into a language of universals. But the division between theory and art is implacable, and even the most ingenious critic is compelled to admit that the essentials of a work of art are ungraspable.

A novel or a painting depends absolutely on its detail, or it is nothing. Time passes: the stockpile builds up of books we shall not read, collections of old masters we will never visit, and we persuade ourselves that the critics can give us vicarious experience of them, or something even better—souped-up versions in the jargon of our times, or judgments from the tribunal of the 1960's that

resound with a magisterial finality. We can accept these theses spun from a dead past, the simplifications that save us time and library cards; but when the same techniques are used in the study of the art of our own times, it is easy enough for us to gravely qualify them as suspect.

If the critic ever has a social mission, it is this: to relate the structure of art and fiction to the other structures of contemporary life. It is an empirical task: no formulae are supplied, except for those Marxists who cleave to the master's economic determinism, or follow Lucien Goldmann down a slightly fresher path blooming with imprecise analogies.

Again, read the Marxists on Alain Robbe-Grillet and you will find his world of surfaces, of optical resistances, discussed in terms of "reification" and the mechanics of commodity-production in modern Western society that supposedly reduce man to an object-status in an impersonal world.

Robbe-Grillet's art is defined as "objective", the inevitable response of a man at the centre of his times. Actually, in Robbe-Grillet's work it is "subjectivist" art (if we must think in terms of the hoary dualism) that reaches an apogee: he realises in depth the Kantian distinction between consciousness and the external world—and with it, the relativism of all our sense-perceptions.

I think it was Kafka who stated so firmly that "literature will not change the world". It can change the eyes with which we view the world—a twofold process. First, the writer himself must achieve his "orderly derangement of the senses"; then his readers must learn to dissociate themselves from their conditioning, from their habit of pigeon-holing the new in old categories, or patronizing it as an element in the teething-time of young men. Then we can see what has been achieved in new art-works, and what relevance they have for the community.

Nearly every new art movement announces itself as a swing towards realism: I agree with Barthes and Robbe-Grillet that that ambiguous word is essential in a general conception of the "nouvelle vague". If the books of a Robbe-Grillet or a Butor fail as art, it is not because they are inaccessible to the general public, but because they are all too familiar. There is no entertainment, no escape: we are brought up against our own boredom, the shallowness of our world's mystery, steered into dilemmas neither grand nor soluble, into labyrinths where no minotaur will ever be slain, with a basic sobriety: one would like to shake some of them up with a shot of LSD. The pyramid climbs; new talents aspire to a higher stage.

ROBERT MOSS

# The University Theatre

Over the past few weeks, the university appointed architect for the Union precinct has been visiting the University discussing the plans for the second stage of the Union and the new University theatre, both possibly scheduled, depending on the amount of money being available, for the 1970-72 triennium.

The Theatre is in a rather unique situation in that it is not usual for the A.U.C. to make grants on such buildings. The Performing Arts Council, formed last year, realised this and determined to show evidence of student self help in the matter. Had nothing been done in this line, then the possibility of a theatre on campus would have been even more remote. The P.A.C. started the Varisty Theatre Fund which in only six months of operation has about \$1500 in kitty. This doesn't go far towards a theatre but until some sort of idea of the theatre's shape and conception was available, they could proceed no further. The P.A.C. has convinced the University of its sincerity to the point that a Theatre Users Committee has been appointed and the architect has done sketch plans of the theatre.

## Basic Design

Although no details can be given of the theatre, basic concepts are available. It will be housed at right angles to the Library at the University Ave. side and will consist of not only of basic theatre needs but design studios and fine arts studios.

The present concept comes from a sub-committee of the Users Committee consisting of Dr. R. F. Brissenden, Anne Godfrey-Smith and John Stephens. The theatre breaks away from the concept of a fixed proscenium stage and will be in the nature of an experimental theatre with practically everything in the theatre moveable. The theatre will be entered from a first floor level and the seat bank at the rear wall, together with the back twelve feet of stage, will be permanent. The rest of seating and stage will be moveable to give great flexibility from conventional stages to apron thrust and arena stages.

## Stage Design

The stage has been designed in modules based on six feet isosceles triangles. There will be no fly tower, as the use of flown scenery is becoming less used and naturalistic scenery and back projection are popular modes of scening. There will not be a conventional ceiling, but a series of catwalks at frequent intervals over the stage area and at less frequent intervals over the main body of the theatre. These will be used for hanging lights, as well as screens for film showing and for hanging tabs and front curtains if necessary.

The exciting part of this theatre will be its flexibility allowing for experiments in all kinds of theatre and allowing them to be done in a similar style as originally performed or in some adventurous new style.

The theatre at last looks like becoming a reality providing the Performing Arts Council can find the \$250,000 which is their share of the costs.

JOHN STEPHENS

## DYLAN AT THE PLAYHOUSE

The fact that Sydney Michael's **DYLAN** is a biographical play presents certain problems. The most immediate is that of shaping "what actually happened" into a dramatic unity. Because we know the main outlines of Dylan's death, we accept the inevitability inherent in the play, yet we still expect to become involved in the action. We don't—the structure and the production of the play do not lead the audience to a convincing picture of Dylan's death. Repetitious scenes of bawdy drunkenness, and a wooden supporting cast, convert Dylan into a stereotype.

The personality of Dylan is the only element of cohesion in the play. Unfortunately, this unavoidable outcome of the biographical play is distorted by the lack of convincing portrayals from the rest of the cast. The result is that Dylan's role comes over as a declamatory monologue.

In this production, Neville Teede's Dylan can react with only two members of the cast, Meg and Caitlin. Meg, efficient and maternal, is an undemanding role well acted; Caitlin is the only really individual role, though her emergence as a complex character is initially hampered by her having to maintain a high level of emotion. Nevertheless, she does project as a wilful, loving, despairing rebel, a counterbalance to Dylan.

At critical turning points in the action, such as Meg's conversion or Caitlin's decision to leave Dylan in America, we are given little insight into the motivation behind the



DYLAN THOMAS

FROM A PORTRAIT BY AUGUSTUS JOHN

action—we are left wondering why things happened as they did. We are left with the legend of Dylan, we are told little of the person behind the legend.



## LORD OF THE FLIES

Now that the age of Salinger is well past, youth is once again clamouring for a revival of that luxurious commodity—recognition, clearly indicated by the current, slightly jaded, rash of William Golding disease, which threatens to place all intellectual aspirations under confinement until the epidemic becomes either:

1. extinct
2. uncontrollable

Judging by attendances at the Civic Theatre's recent presentation of 'Lord of the Flies' the disease is by no means on the decline.

### Waves and Elephants

The current undergraduate hero, William Golding, is riding an enormous literary elephant. At the moment adulation-wise, things couldn't be better; book sales being fantastic and reviews are just tops. However I hope Golding is reading all those reviews and I hope that he has learnt that to ride a frothy wave of adulation, critique wise, is quite a dangerous occupation. Certainly so when the logical conclusion of every wave is: some shoreline, a shattering into foam, and finally to be absorbed by tiny grains of sand.

However, Golding couldn't have picked a better time to hit the scene. Anti-establishment has become establishment, the new 'square' is the one to be feared now, not the old fashioned non-conformist of yesteryear.

### The Adolescent Mind

Why does Golding appeal so strongly to the adolescent mind? Especially when

he seems to indicate, that the fault of society can be attributed to the faults of each individual? This theme seems, at a glance, to be quite contrary to Salinger's message—that the fault of each individual can be traced back to the faults and phoniness of society.

One can understand why youth worshipped Salinger, but why now pick on Golding? Perhaps the answer is really simple. Wouldn't it be cunning of Golding to promote the same message of self-justification and self-pity as his literary predecessor, yet couch it within the protective cover of a huge mask.

In fact all the old excuses and self glorifications evident within 'Catcher In The Rye' are quite evident also in 'Lord of the Flies'. Once again we are presented with a hero, untainted by sin, not only misunderstood, but also pursued by youthful savages with grown-up ideas.

So our little hero is established in typical Salinger style, fighting on gamely amongst terrible odds to retain his purity of soul.

Of course, Jack represents society and its wicked phoniness—all the Lane Coutells rolled into one. Piggy, our angry young man, is substituted for Franny and performs the same function admirably—wailing and bawling his distress to the large sympathetic ears of his comrade, who sits in martyred silence.

The threatening force in 'Lord of the Flies' attacks more besides Ralph's integrity. It wants his scalp. By making Ralph's dangers greater, Golding has achieved more aloneness for his hero. More superiority in his soleness of wisdom and much greater justification for his situation. The moral weight attached to being the intended victim of murderers makes Ralph not only civilized in comparison but also a potential martyr.

### Symbolism and Understanding

Another blatantly obvious characteristic of Golding's method, is his own subtle attempts at symbolism. The book is so awkward in its overtones of prophecy, plot and obvious symbols, that it reads like an instructory text on the structure of the novel. For example, the choir group, the beastie, the fire and its embryonic representation of the history of man's evolution. But to the adolescent the obvious use of symbols does not detract from the book's quality, because the result is that the reader finds everything so much easier to comprehend when one must cater for their feelings; it would be a terrible truth-finding experience if the adolescent reader had to go to his parents or teachers (biggest phonies) for help in understanding what was supposed to be his own literary forte. The finale includes the last necessary ingredient to ensure adolescent adoration, irony is laid on like cake filling—the boys, rescued from their terrible development, are now to be dropped into the world's cauldron of hate and violence. Once again the cynical sneer spreads over the youthful reader's face (covering the insecurity beneath) to him it all means that the non-conclusion conclusion triumphs again—life is contradictory still, no black, no white—all shades of passive indecision remain, and one can still continue in pursuit of the indefinite.

LUKE WHITINGTON.

# cineast

ALEXANDER NEVSKY  
SERGEI EISENSTEIN—1938  
RUSSIA

Much interest has focused around this film in relation to two aspects of Eisenstein's development—his precarious relationship with Stalin and the Kremlin; and the evolution as an artist.

Eisenstein had just been recalled under a cloud halfway through the filming of QUE VIVA MEXICO, the charge against him being that he was not sufficiently positive in his portrayal of Russian propaganda. It was thus necessary for him to improve his odour with the authorities by making a film which was ideologically sound.

### Art and Ideology

Added to general pressures on this great director there was the more contingent circumstance of Russia's growing confrontation with Germany. Thus one can discern two political reasons why Eisenstein was prompted to make a film of the nature of ALEXANDER NEVSKY; his need to toe the ideological line; and the more immediate political situation in Europe.

These two factors are obviously out in this epic. The figure of Alexander Nevsky, the aristocrat in close touch and sympathy with his people flattered Stalin's vanity and brought Eisenstein back into court favour. Russian patriotism was given a timely boost to coincide with the approach of the Second World War. The anti-Teutonic theme further stimulated the war effort.

Concerning Eisenstein's development as an artist, Alexander Nevesky heralded a significant departure from his previous style. His characters become more like decorative pieces, symbols in a social situation.

### Fantasy and Technique

Eric Rhode ('Tower of Babel'. London, 1966—p.63) points out this change of style in, I think, a rather exaggerated and over-dramatic way: "IN ALEXANDER NEVESKY and the two completed parts of IVAN THE TERRIBLE he abandoned himself to the self-indulgence of fantasy. He lowered his standards and so was able to achieve a limited sort of perfection. These apparently historical sagas are glorified, superb boys' own stories—a pageant for paranoids, intrigue exercised for its own sake. In them Eisenstein exhibits a flair for decoration and for the heightened theatrical effect that has only been equalled since by the films of Cocteau and Visconti." As I have implied, this change of subject matter and the corresponding change of style can be explained by the non-artistic factors which prompted Eisenstein to produce this epic. And in this respect we may have cause to regret the loss in these epics of Eisenstein's more personal approach. But I think we have been more than compensated by the superb refinement and mastery of technique which ALEXANDER NEVSKY, in particular, but also IVAN THE TERRIBLE display. 'Limited perfection' is a meaningless phrase which suggests a subjective opinion on what must surely be a matter for objective appraisal. And such a reasoned judgment is bound to recognise the mark of a genius of the cinema.

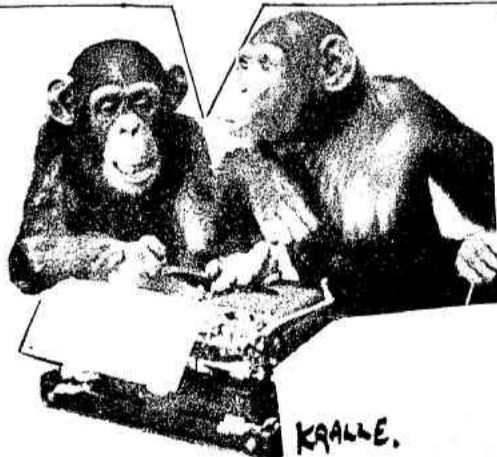
—DENIS ORAM

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'Tarzan In Capricornia'



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## EMPLOYMENT SERVICE

At the last meeting of the Deans Committee, a plan was put forward by Eric Gough, the Student Counsellor and John Stephens, S.R.C. Secretary for the provision of a university run Employment Service for students. The problem of part time employment is reaching severe proportions and neither the Counselling Service nor the S.R.C. is able to cope with this problem.

For some students employment on a regular basis for ten to fifteen hours a week is becoming necessary for them to continue at university. It is no longer the problem of the odd baby sitting job for a bit of extra cash a week. Similar services are provided in most other Australian unis. Increasing provisions for student loans is not the solution, for loans naturally enough have to be paid back sooner or later.

The Dean of Students is now looking into the matter and depending on the university's reception of the idea, it should not be long before such a service is introduced.

### AUSTRALIAN UNIVERSITIES' LITERARY COMPETITION 1967

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# THE PARKING PROBLEM

JOHN STEPHENS

At the last S.R.C. meeting, the problem of the road block and parking was discussed and disapproval was expressed of the road block. Parking on campus is becoming daily more difficult as a combination of laziness and bad public transport increase the number of students using cars on campus. This question of parking has had a sub committee of the Buildings and Grounds Committee working on it for considerable time.

The road block has certainly accomplished its purpose in cutting down the traffic and noise in University Ave. However it has merely transferred the problem to another section of the campus, namely the Copland Building and Union. Ellery Circuit, outside the Union, has become quite a traffic trap with cars parked both sides of the road with the situation quite critical at peak hours.

It was not a very diplomatic move for the administration to block off traffic into the university at a point most used as a student entrance, especially when the student can see again at peak hours, the ease of ingress and egress for staff of the Chancelry.

## A GATE SYSTEM?

On the whole the S.R.C. would like to see the university completely blocked off from all outside traffic and perhaps some gate system introduced. Although this is not a pleasant system, it may be the only solution in future years. During informal discussions with members of the administration, some immediate ways of easing the problem were sought. One suggestion was that public transport services to the university be increased. People are loathe to use buses, etc. to get to the university when there is little certainty

that they will be able to catch one home again, especially after the library closes. However a frequent and regular bus service could solve this. It was even suggested that there be a late night service leaving the Library at closing time and conveying students on an undefined route to their homes.

## NEW CAR PARK

Tenders have just been called for a new car park in the vicinity of the boiler house. This will help matters but will not be ready for a while. The S.R.C. has requested that the area between the union and the Chancelry be made a temporary car park. This will take much of the load off Ellery Circuit, but it is still only a temporary solution. The S.R.C. is preparing a submission on parking for the university. Chaps in a gay mood after some do at the Union and who decide to rip up the road block for a lark are not helping other students for whom a solution to parking is being sought. These actions have already roused divine wrath and the Vice-Chancellor has already issued a strong edict on the matter threatening severe disciplinary action.

The final solution will lie in complete banning of cars on campus with provision made for perimeter parking somewhere near the new North Oval, and students made, much to the joy of Dr. Furnass, the University Health Service doctor, to walk. A suggestion has also been made for the provision of a university owned bus that would continually tour round the uni dropping off students at the various places on campus that they wish to go.

Meanwhile grin and beat it and WALK!

## AUSTRALIAN RULES FOOTBALL CLUB

Good attendances at training have augured well for the Australian Rules Club after a successful 1966 season. Both officials and players are confident that this year will bring further triumphs in the local competition and the Club anticipates reaching the finals once again.

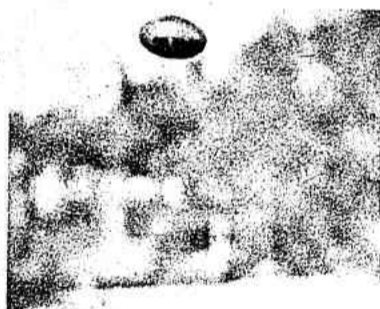
A promising factor for these optimistic hopes lies in the numerous recruits seen on the track so far this year, and it is hoped that the Club will adequately cover last year's losses.

By far the greatest blow will be the loss of players like Ned Stevens, the University centreman and best and fairest last season. Rod Gilholmes absence will also be a sad loss and useful ruckman Linton Ritchie will also be hard to replace.

On the brighter side, however, is the availability this season of former Myrtleford centre half forward Hugh Price. Formerly from Wesley College, Price has shown sound judgment and anticipation at training, and should be a big asset to the Club. Tony Walker from the old Geelong Grammarians is another good prospect and has played in the ruck and at centre half forward. At present the Club is hopeful of obtaining the services of former South Melbourne ruckman Don Scott, who at present is still undecided about this season.

Overall, the side should benefit from the experience gained from the playing of young players last year. Mick (Loudmouth) Rogers, Owen Paton, Vic Price, Bruce McPherson and John Buxton are a few of last years regulars who have been training well so far. Big things will be expected from these members this year.

After Easter, it is expected that there will be three practice matches within the Club to enable the newcomers to show their ability to the selectors.



A.N.U. in action



Alan Moore rehearses

## The Changeling

For "The Changeling" (April 5th-9th) producer, Ross Henty, has built the usually impossible stage into an apron with the audience seated on three sides (the first time this has been done in Canberra) and has dressed it with rostrums and staircases to give a simple, unit set. This throws into relief the magnificence of the brilliant Spanish costumes, designed by Jan Hely in red, purple, gold, silver, black and white, with emblematic colour-combinations.

What's more—you'll be able to understand the play. The few textual obscurities have been cut, and the themes, the eternal ones of the conflict between love and lust, reason and passion, are well and truly applicable today. This production marks a high-light in the history of the A.N.U. Theatre Group for, although it has been successfully featured in current revivals of Elizabethan Drama in England, "The Changeling" has been produced only once before in Australia this century.

## Cast

Never before has an A.N.U. production had so many experienced capable actors in one cast. Peter de Salis (who plays the rape-through-blackmail villain) has had leads in many Canberra productions, being particularly notable as Harold Holt and in "Endgame," while Adrienne Burgess (the Whore-Heroine) has been seen in many A.N.U. and Repertory productions, where she won the Canberra Times' "Oscar" for "best supporting-actress." Michael Nation (the Hero), a comparative new-comer from Adelaide University, became professional several years ago, when he starred in the successful film, "They Found a Cave." Sue Barnes, Alan Mawer, David Brennan, Hugh Thelander, Richard Rigby—well, talk about an all star cast!

The Elizabethan atmosphere and many of its traditions have been preserved as far as possible, so this play is a must for those few English and History students who hope to pass.

## A.N.U. Crews in Regatta

The Regatta which was organised by the A.C.T. Rowing Association on March 18th was a failure. This dull day of rowing wasn't helped by the university crews who arrived late.

The Maiden Eight arrived too late. After much confusion, Peter Bunderson managed to get the boat to the start, to no avail.

The Novice Tub 4 was told to row steadily from the Uni boatshed to the start. They were told that they had some time to spare as the race started at 2-45, unfortunately the starter's programme said 2.30.

In the next event the Novice Regular four had more success and won by several lengths, and received trophies for their effort at the end of the day. The trophies they received were delightful brown mugs. These were christened after the Regatta had ground to a halt.

Kerry Jelbart in a good display of rowing was a clear winner in the sculls race.

The Maiden Four race at 3.45 was won by the university crew—they also received some little brown mugs.

At 4.30 the height weight maiden four race was run and university after a valiant effort came third. This unfortunate failure was due to an oarsmanship bungle during the race when the crew dropped from second and possibly first, to third place.

The University Senior-Junior eight came second in their race—they were beaten by Canberra Grammar. Nothing against the Uni crew, but if they want to succeed in the Intersarsity meeting, some serious training will have to be done.

One can only hope the next regatta is more successful and a better course is used. The present course is unsatisfactory because it doesn't cater for spectators and it isn't smooth enough to see really good and stylish rowing.

C. M. GILBERT.